

TEACHER(S): JOHNSON, BAILEY

SUBJECT: ECONOMICS

WEEK OF: February 22 – 26, 2016

WEEK: 26

DAY	Standard Addressed	Activities	Instructional Strategies	Resources	Assessment
MON	SSEIN 1 The student will explain why individuals, businesses, and governments trade goods and services. a. Define and distinguish between absolute advantage and comparative advantage. b. Explain that most trade takes place because of comparative advantage in the production of a good or service.	Do Now: ID one thing you need clarified before quiz Opening/Tie-in: Review Do Now issues Work Session: 1. Absolute/Comparative Advantage Quiz Ind 2. Explain difference between balance of payments & balance of trade WG 3. continue work on vocabulary or questions from 17-1 Ind Closing: What do you think you made on the quiz? (Power Block: Read Walmart, Pepsi Rescue Flint from Government Failure. Why did government fail?)	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> Other	Textbook Quiz Power Block article	Formative: Teacher Observation Q&A Ab/Comp Quiz Summative:
TUES	SSEIN 3 The student will explain how changes in exchange rates can have an impact on the purchasing power of individuals in the United States and in other countries. a. Define exchange rate as the price of one nation's currency in terms of another nation's currency. b. Locate information on exchange rates. c. Interpret exchange rate tables. d. Explain why, when exchange rates change, some groups benefit and others lose	Do Now: Why don't nations have the same currency? Opening/Tie-In: Overview exchange rate GPS Work Session: 1. Lecture/Discuss PPT Chapter 17, Section 3 WG 2. Interpret rate table – Smartboard WG 3. Questions 1,3,4,5 p. 485 Ind Closing: Where could you find an up to date rate table? (Power Block: Read 3 Policies with Good Intentions & Tragic Consequences. Why not intentions?)	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> Other	Textbook PDF PPT Smartboard Smartboard Table Power Block article	Formative: Teacher Observation Q&A Textbook Qs Summative:
WED	SSEIN 3 The student will explain how changes in exchange rates can have an impact on the purchasing power of individuals in the United States and in other countries. b. Locate information on exchange rates. c. Interpret exchange rate tables. d. Explain why, when exchange rates change, some groups benefit and others lose	Do Now: Whose currency is viewed as a world currency? Opening/Tie-In: Today we continue work on exchange rates Work Session: 1. Interpret who benefits and loses when exchange rates change WG (Smartboard Rate Table) 2. Morton 53 – Exchange Rates SG Closing: Why does someone lose and someone win in regard to currency rates? (Power Block: Read 3 Kinds of Economic Ignorance. How dangerous are politicians that are ignorant?)	<input checked="" type="checkbox"/> Whole Group <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Paired <input type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> Other	Morton 53 handout Smartboard Smartboard table Power Block article	Formative: Teacher Observation Q&A Morton results Summative:
THUR	SSEIN 2 The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade. a. Define trade barriers as tariffs, quotas, embargoes, standards and subsidies. b. Identify cost and benefits of trade barriers over time. c. List specific examples of trade barriers. d. List specific examples of trading blocs such as the EU, NAFTA, and ASEAN. e. Evaluate arguments for & against free trade	Do Now: What does NAFTA stand for? Opening/Tie-In: Overview trade barrier GPS Work Session: 1. Lecture/Discussion PPT – Free Trade and Trade Barriers (Chapter 17, Sec 2) WG 2. Questions # 1,3,4,5,6 p. 479 Ind 3. Continue Vocab 3 Ind/Pair Closing: Discuss Question 6 answer (Power Block: Read The Sci-Fi Fantasy of Central Planning. How is it possible for people to still believe that central planning is good?)	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> Other	PDF PPT Smartboard Textbook Power Block article	Formative: Teacher Observation Q&A Questions results Summative:
FRI	SSEIN 2 The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade. a. Define trade barriers as tariffs, quotas, embargoes, standards and subsidies. b. Identify cost and benefits of trade barriers over time. c. List specific examples of trade barriers. d. List specific examples of trading blocs such as the EU, NAFTA, and ASEAN. e. Evaluate arguments for & against free trade	Do Now: How do trade barriers act as a tax? Opening/Tie-In: Review how trade barriers impact GDP Work Session: 1. Use textbook (Ch 17, Section 2) to complete graphic organizer Ind 2. Bubble Map – Types of Barriers to Trade Ind 3. Continue Vocab 3 Ind/Pair Closing: What is the function of the WTO? (Power Block: Read An Economist's 10 Objections to the Minimum Wage. Which of the 10 reasons do you find the most compelling and why?)	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> Other	Textbook Graphic Organizer Bubble Map Power Block article	Formative: Teacher Observation Q&A Graphic Organizer Bubble Map Summative: